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ABSTRACT

This guide is meant to assist administrators and counselors in organizing as a team to plan, implement, and evaluate a career guidance program in their schools. The preface covers these topics: the purpose of the guide; the definition of Comprehensive Career Development Program; a glossary of terms; career development competencies; rationale; benefits; suggested time line; cooperative efforts in career guidance; and delivery system. Next, 13 steps are described for organizing, developing, implementing, and monitoring the program: (1) counselors meet; (2) organize steering committee; (3) assess present program; (4) develop a policy statement; (5) develop a statement of purpose; (6) prioritize competencies and student outcomes; (7) design the program; (8) determine staff development needs; (9) present plan for board approval; (10) organize advisory committee; (11) develop implementation calendar; (12) conduct evaluation; and (13) revise program. The appendices include information on the Carl D. Perkins Vocational Education Act; information on the role of the school counselor; a career guidance competencies survey; a time and task analysis log; a time distribution form for high school level; a student survey; a teacher survey; a community survey; a parent survey; a student competency form; a counselor calendar; and a comprehensive career development program assessment and planning activity checklist. (ABL)

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PROCESS GUIDE FOR DEVELOPING A COMPREHENSIVE CAREER DEVELOPMENT PROGRAM

(A Guide for School Counselors)

[University of Tennessee]

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PROCESS GUIDE FOR DEVELOPING A

COMPREHENSIVE CAREER DEVELOPMENT PROGRAM

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PREFACE

Introduction

In 1984, the Carl D. Perkins Vocational Education Act (appendix item A) redefined career guidance as an educational program serving youth and adults as opposed to a supplementary or secondary service, mandating that it be implemented in secondary school systems. Secondary school guidance programs now face a challenge to which they must rise. This challenge is the recognition of career guidance as an indispensable part of the educational process and the incorporation of it into the curriculum.

This is no simple task. Its accomplishment involves the commitment of administration and counselors to redefine the current role of the high school counselor and to establish a program and environment in which career guidance can be successful in accomplishing its goals.

It is our hope that this manual will offer a framework for such a program, as well as to establish guidelines for its implementation. Through these, we can begin to establish career guidance as a viable and integral component in Tennessee's Secondary Education System.

Purpose of the Guide

In order for a comprehensive program for career development to be implemented and monitored, guidelines must be established as a basis for action. This basis involves the framework for organization of personnel, development of policies and plans for a workable program, initiation and regulation of these plans.

The purpose of this guide is to assist administrators and counselors in organizing as a team to plan, implement and evaluate a career guidance program in their schools. It is not intended to persuade or convince counselors and administrators to change, but rather to guide them through a process of change, once a decision to change has been made.

Definition of Comprehensive Career Development Program (CCDP)

The Comprehensive Career Development Program (CCDP) is a project funded in part by the State of Tennessee Department of Education and in part by The University of Tennessee, Knoxville. The purpose of this project is to establish guidelines for a statewide career development program. Once developed and piloted, the project's model will be available to Tennessee secondary school counselors as a way to better serve their students. This model will be crucial in the reduction of non-guidance activities which have befallen counselors and, as a result, releasing more of the counselor's time to serve their students in career decision-making.

Glossary of Terms - approved by the National Vocational Guidance Association

Avocation	An activity pursued systematically and consecutively for its own sake with an objective other than monetary gain, although it may incidentally result in gain. Avocations are take-, outcome-, and person-centered, and are usually undertaken for enjoyment.
Career	The totality of work one does in his/her lifetime.
Career Awareness	The inventory of knowledge, values, preferences, and self-concepts that an individual uses in the course of making career-related choices.
Career Counseling	A one-to-one or small group relationship between a client and a counselor with the goal of helping the client(s) integrate and apply an understanding of self and the environment to make the most appropriate career decisions and adjustments.
Career Development	The total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span.
Career Development Theories	Theoretical bases for understanding how individuals develop vocationally. These bases provide guidance specialists with the guidelines necessary for helping them solve problems, avoid blocks, and progress with efficiency and satisfaction.
Career Education	An effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his/her way of living.
Career Exploration	One's involvement in trying out a variety of activities, roles, and situations in order to find out more about aptitude for or interest in an occupation or other career opportunities.

Career Guidance	Those activities and programs that assist individuals to assimilate and integrate knowledge, experience, and appreciations related to: 1. Self-understanding, which includes a person's relationship to his/her own characteristics and perceptions, and his/her relationship to others and the environment. 2. Understanding of the work of society and those factors that affect its constant change, including worker attitudes and discipline. 3. Awareness of the part leisure time may play in a person's life. 4. Understanding of the necessity for and the multitude of factors to be considered in career planning. 5. Understanding of the information and skills necessary to achieve self-fulfillment in work and leisure. 6. Learning and applying the career decision-making process.
Career Information	Information related to the world of work that can be useful in the process of career development, including educational, occupational, and psychosocial information related to working, e.g., availability of training, the nature of the work, and status of workers in different occupations.
Career Orientation	The extent to which individuals see involvement in an occupation as central to their adult role.
Career Patterns	Those career behaviors that may be recognized as regular and predictable after study and examination of the individual. These behaviors are the result of psychological, physical, situational, and societal factors that influence an individual's life.
Computerized Guidance	The process by which a client becomes familiar with occupational and educational information through the expanded delivery system of a computer.

Curriculum Infusion	The process of integrating career development objectives and experiences with other subject matter in the ongoing curriculum.
Decision-Making	A process that is designed to assist persons in making personally satisfying decisions and that includes these components: (1) exploration and clarification of personal values, (2) use of the data about self and the environment, and (3) study of the decision process and strategies. The process includes these steps: (1) recognize the need for a decision, (2) explore alternative choices, (3) predict the probable outcomes of each choice, (4) assign personal values to each choice, (5) determine the cost of each choice, (6) make a decision, (7) implement the decision, and (8) evaluate the outcomes of the decision.
Development	The changes in the structure, thought, or behavior of a person that occur as a function of both biological and environmental influences. Usually these changes are progressive and cumulative.
Developmental Task	A task that arises at or about a certain period in the life of the individual, successful achievement of which leads to happiness and success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks.
Dual Career Family	A family in which both the husband and the wife are employed.
Follow-Through	The process of (1) identifying the needs of former clients and their employers and (2) providing services to meet those needs.
Follow-Up	The systematic collection of data form former clients and employers to provide "outcome" data for measuring the effectiveness of a career guidance program.

Group Career Guidance	The involvement of three or more persons in a counseling relationship that focuses on the sharing and clarification of information that is needed in career planning. It usually involves a larger group than career counseling and the counselor provides considerable direction to the group.
Interest	Indications of what an individual wants to do and/or reflections of what he/she considers satisfying.
Job	A group of similar, paid, positions requiring some similar attributes in a single organization. Jobs are task-, outcome-, and organization-centered.
Job Placement	The process of helping an individual locate a job, apply for it, obtain it, and make satisfactory initial adjustment to it.
Leisure	Relatively self-determined activities and experiences that are available due to having discretionary income, time, and social behavior. This activity may be physical, intellectual, volunteer, creative, or some combination of all four.
Occupation	A group of similar jobs found in various organizations. Occupations are task-, economy-, and society-oriented.
Occupational Cluster	A classification of occupations into logically related groups on the basis of identical or similar elements. These logically related groups of occupations are termed "clusters."
Occupational Information	Information that is directly concerned with duties, requirements for entrance, conditions of work, rewards, patterns of advancement, and worker supply and demand in various occupations.
Self-Awareness	The process through which an individual differentiates self from environment and others, recognizing that he/she is a unique individual.
Self-Concept	Global conceptions people have of themselves, their abilities, and interests that they express through work, leisure, family, and community roles and activities.

Sex Bias	Any factor that might influence a person to limit--or might cause others to limit--his or her consideration of a career solely on the basis of gender.
Vocation	An occupation with commitment, distinguished primarily by its psychological as contrasted with its economic meaning. Vocations are task-, outcome-, and person-centered.
Vocational Aptitude	Potentiality for achievement in a given type of occupation, usually indicated by performance in a test involving operations judged to be analogous to those basic to achievement in that type of occupation.
Vocational Development	Those processes and factors that aid or impede young people's acquisition of the values, knowledge, and skills that lead to effective vocational behavior.
Vocational Development Tasks	Expectations of behaviors, related directly or indirectly to the world of work, which society expects its members to manifest at certain periods in their lives.
Vocational Education	Training in the skills, the related knowledge, and the social understanding for a specific occupation or groups of related occupations.
Vocational Guidance	The process of helping a person to develop and accept an integrated and adequate picture of him/herself and of his/her role in the world of work, to test this concept against reality, and to convert it into a reality, with satisfaction to him/herself and benefit to society (Super, 1951). This resulting current view of vocational guidance is self-concept oriented and focuses primarily on self-understanding and self-acceptance, to which can be related the occupational and educational alternatives available to the individual.
Vocational Maturity	The maturity of an individual's vocational behavior as indicated by the similarity between his/her behavior and that of the oldest individuals in his/her vocational life stage.
Vocational Rehabilitation	The restoring or re-educating of individuals to productive work lives.

Work	Conscious effort, other than that having as its primary purpose either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Career Development Competencies

Career guidance is a programmatic service to assist students in developing skills necessary for making decisions about careers, establishing career plans and goals, and following through on these plans to meet their goals. In order to deliver such services, guidelines must be established in terms of what students need to accomplish in this process. These guidelines are best established in terms of student competencies. Competencies are demonstrable skills which a person has mastered.

The following is a list of 12 student competencies adopted as guides for the development and monitoring of a career development program. These have been revised from a list of similar competencies found in The National Career Guidance and Counseling Guidelines, established by the National Occupational Information Coordinating Committee.

1. Knowledge of the influence of a positive self concept on career development.

2. Interpersonal and social skills required for positive interaction with others.

3. Positive attitudes toward work and learning.

4. Knowledge of the interrelationship of emotional and physical development and career decision making.

5. Knowledge of the relationship between educational achievement and career planning, training and placement.

6. Knowledge of changing technology and societal needs and its' influence on careers.

7. Knowledge of the continuous changes of male/female roles and how this relates to career decisions.

8. Knowledge of personal aptitude, achievement, interests, experience, values and personality.

9. Skills for locating, evaluating and interpreting information about career opportunities.

10. Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

11. Skills for preparing, locating, obtaining and maintaining a job.

12. Knowledge of leisure and how it relates to career decisions and lifestyle.

Rationale

The Carl D. Perkins Act of 1984 contains a mandate for the establishment of career guidance programs in all secondary schools. As we have noted, this involves redefining career guidance as a primary, rather than auxiliary service in secondary schools. With this mandate comes funds set aside for carrying out its purposes. Such a situation as this can be a harbinger of good or bad tidings for the school counselor. If secondary school counselors continue to function in the roles to which they have been delegated in the past, a new breed of counselors--those whose role will be specifically to carry out career guidance programs--will emerge within our school systems. This situation would remove any career guidance responsibilities from existing counselors, thus further confusing their already nebulous roles.

The mandate of the Perkins Act will be carried out, one way or the other. As professionals already familiar with career guidance and prepared to meet the challenge of developing such programs in our schools, our existing counselors can be our most valuable asset in this endeavor. Career guidance has been a reactive service up until now, being addressed only when students questioned. The development of a comprehensive career guidance program can transform this into a proactive service, getting all students actively involved in career decision-making. This would clarify, rather than confuse the roles of our competent counselors.

Benefits

School counselors involved in the development of a comprehensive program such as this will help them clarify their duties as counselors and return them to the roles for which they were trained. Not only would such a move serve to tap the valuable resources at our disposal, it would also re-channel non-counseling activities in order to allow counselors to make the best and most efficient use of their invaluable skills. Rallying our resources in this manner, the funds available through the Perkins Act could be used more efficiently to acquire materials and other support services which would help to insure the most effective career development experiences possible for our students.

The following time line is a suggested guide:

Suggested Time Line

Year One **Organizing**

Counselors Meet - (Aug.- Oct.)
Organize Steering Committee - (Oct.)
Assess Present Program - (Oct. - Nov.)

Developing Program

Develop Policy Statement - (Nov. - Dec.)
Develop Statement of Purpose -
(Nov. - Dec.)
Prioritize Competencies and Student
Outcomes - (Jan. - Feb.)
Begin Program Design - (March - Aug.)

Year Two **Developing Program (continued)**

Complete Design Program - (Aug.)
Determine Staff Development Needs -
(Aug. - Sept.)
Present Plan to Board of Education -
(Sept.)
Organize Advisory Committee - (Sept.)

Implement Program

Develop Implementation Calendar - (Sept.)
Implement Program - (Sept. - June)

Monitor Progress

Conduct Progress Evaluation - (continuous)
Conduct Product Evaluation - (April)
Revise Program - (May - Aug.)

These time lines/steps are presented in more detail in Parts II-V of this Manual.

Cooperative Efforts in Career Guidance

A team approach uses the unique skills of educators, parents, community members and paraprofessionals working together to provide a Comprehensive Career Development Program.

The following are the roles and functions of the various individuals involved in the CCDP:

Counselors' Role — The counselors' role in career development is to assume leadership in the implementation of career development outcomes. Indirect services to parents, staff and the community as they relate to career development outcomes for students are also the counselors' responsibility. Indirect services include but are not limited to staff development, parent and school board presentations and the establishment of strong supportive linkages with business, industry and labor (see appendix item B).

Teachers' Role — The teachers' role in career development is to work in a partnership role with counselors, developing and infusing career development outcomes into instructional and guidance activities. This partnership can be used to extend development of individualized learning experiences and of climates that meet students needs.

Administrators' Role — The administrators' role in career development is to provide leadership in organizing for developing and implementing the program. They encourage counselors and teachers to work cooperatively, and allow time, facilities and resources to facilitate the process. The person in authority must make clear to all school personnel that career development is everyone's responsibility.

Parents' Role — The parents' role in career development is to work cooperatively with school personnel in delivering career development outcomes to their children. They may also serve on committees to develop goals and objectives and provide linkage to the community by contacting local businessmen to act as consultants, by arranging field trips and by communicating program goals to other parents.

Community's Role	An effective program needs to be based on current and accurate information about the community. Community members, often representing business, industry, labor, and mental health have daily contact with this information and can provide assistance in role model programs, arranging field trips and providing career development teams with current job information.

Delivery Systems

Developmental Counseling	systematically helps individuals and groups of individuals in the process of developing personal identity.
Individual Assessment	uses interest surveys, behavioral observations and standardized tests to help individuals understand themselves and to help others understand the individual.
Individual Planning and Placement	assists individuals in the development and implementation of their career plans which includes job-seeking and job-keeping skills.
Curriculum Development	is the process of developing the counselor's own curriculum plan and helping others develop curriculum which delivers career development outcomes.
Group Guidance	involves counselors and/or teachers working with groups of students, large or small, in the accomplishment of career development outcomes.
Group Counseling	involves counselors working with small groups (6-9) of selected students who have similar problem.
School and Community Resource Coordination	identifies people, places and things to use in the ongoing career development program.
Parent/Staff Consultation	involves working with parents and staff, either individually or in a group, to identify and implement better ways to meet the needs of individual students.

PART II

ORGANIZING

STEP 1. COUNSELORS MEET

Guidance in the 20th Century has experienced many changes. (For a review of the history of guidance, read Chapter 1, "Evaluation of Comprehensive Guidance Programs in Schools," Developing and Managing Your School Guidance Program, Norman C. Gysbers and Patricia Henderson, 1988.) Counselors have had a variety of experiences depending on where and when they were trained, with whom they worked, where they were employed and in what evolutionary stage guidance was when and where they entered the field. Other factors could also contribute to their perception of what guidance should be.

Counselors within a designated setting (building or district level) must come to a consensus about what they would stand for, what they believe in, and upon what foundation they will build their program. Reaching this agreement could be rather lengthy, complicated and maybe even painful in some situations. Their future effectiveness and role in their school's program may be determined at this point. Completing a career guidance competencies survey may be useful (see appendix item C).

Questions counselors should address might include:

What are the guidance functions for which they were trained?

Are these functions presently appropriate or are they limiting the accomplishment of the role and function described in Tennessee's job description for counselors?

Do they have a thorough understanding of career development and its components?

Are they conscious of current economic, social and personal concerns that students are facing?

Are they knowledgeable of future trends?

Are they comfortable with involving other staff and community in delivering services to students?

Are they willing to assume leadership roles?

Do they have a comprehensive career guidance and counseling program that has

* a clearly stated mission?

* standards that identify anticipated student outcomes?

* clearly developed processes that specify activities, audience, staff and schedule?

* an effective program structure including leadership, staffing, facilities, budget, and management plan?

* a master schedule to support timely, coordinated delivery of program activities?

* and uses systematic evaluation procedure?

Counselors must be prepared to present a united front prior to approaching other persons for collaboration and to establish themselves in a leadership role in the career development program for their school. The initiation of an expanded program requires a competent, confident guidance team with whom others will be anxious to work. Their perception of what the guidance program should be must be clearly defined and conceptualized. Failure to do this has often gotten counselors into situations inappropriate for their professional role and has created many of the problems that exist for them today.

The one-counselor guidance program has the same need. This counselor must also address the same questions but may arrive at conclusions through other processes. They may be able to reflect and draw their own conclusions or they may wish to react with fellow counselors from other schools, teacher friends or administrators.

Next, prepare for resistance to change. If the program role that counselors envision is different from what they are presently in, the school administrators and school counselors need to meet and agree on the proposed changes and a timetable for implementation. When counselors plan a calendar of activities in advance of delivery, they become programmatic (proactive) in their approach instead of reactive. Their time is carefully scheduled allowing less available time to react to whatever may be spontaneously sent through their door. This may be a service that staff will be resistant to relinquish and may need to be convinced of the value of the new direction guidance services should take.

Some counselors may fear change, especially if in their particular case, it means one of the large magnitude. Feelings of inadequacy, lack of understanding, or abandoning a niche in which they have become very comfortable can arouse emotions within individuals that can be a stumbling block for maintaining the level of trust that will be necessary in the extremely important role that they will play as central figures in a comprehensive career development program. If such a condition exists, it must be dealt with and the problem worked through by the total guidance staff before the counselors begin working with the administration, teachers and others. Counselors must step forward knowing that lack of trust among each other and other staff does not exist and will not be a problem.

Now the counselors are ready! They have reviewed recent data suggesting a possible role change, reflected upon their purpose and understanding of their professional convictions, have a clear vision of a desired program, are prepared for resistance to change, possess a feeling of trust and are ready for the challenge.

And lastly, counselors must **GET EXCITED**! As they emerge as leaders in the development of a comprehensive career development program sufficient to impact the lives of <u>all</u> of their students their enthusiasm and commitment must be obvious to all with whom they will eventually work!

Step 2. Organize Steering Committee

Major differences exist between the structure and functions of steering committees and advisory committees. A school may wish to organize both types or have one functioning committee that can serve both purposes. First, the role and function of a steering committee will be outlined, followed by the same for an advisory and finally a committee combining the functions of both committees. Ideally a school (or system) would have both, however, realistically it may be impractical.

Steering Committee

A steering committee is needed to organize and manage the efforts needed to plan and implement a comprehensive career development program. Careful consideration should be given to the composition of this committee for it will design the quality and scope of the program.

The responsibilities of the committee will be to:

obtain administrative support

establish the foundation of the program

communicate with key groups

assess the needs of the students, staff, and community

design a program to meet the identified needs

involve other staff and resource persons

devise a management plan for implementation

monitor and evaluate progress

With these responsibilities in mind, care should be taken to select members to serve on the steering committee who are:

interested in the development of a CCDP

willing to contribute a considerable amount of time

flexible and receptive to change

An administrator responsible for curriculum should provide leadership for the committee. The chairperson responsibilities include:

selecting other members of steering committee

planning and conducting committee meetings

providing overall leadership throughout the implementation process

delegate responsibility for implementation tasks to steering committee members or other appropriate individuals.

Care should also be taken to see that all committee action is recorded. A counselor should serve as executive secretary of the steering committee. Additional membership should include:

all counselors

one teacher (department head) from each academic area (English, math, science, social studies)

one teacher from fine and applied arts

one teacher from vocational/technical education

one teacher from special education

a central office administrator

student leaders (2)

a school-involved parent

a community leader

The first order of business for the steering committee is to arrive at an understanding as a group as to its purpose and function. Areas of responsibility within the broad committee should be decided and task forces formed. Some suggested task forces might include:

needs assessment

program design teams

program review

community resource coordination

occupational information

evaluation

Allow sufficient time for this important phase of organization and for the development of a master timetable and management plan for program change. The organizational pattern and timetable will be the essential road map for steering the course toward a defined destination. The remaining steps outlined in this manual will be the responsibility of the steering committee.

Step 3. Assess Present Program

Assessment is an extremely important step and must be conducted in order to determine which elements of a comprehensive career development program are already in place and what components need attention. The needs assessment package will determine the direction of the program to be developed. If a career development program is developed before this step is completed, it may result in a program that will not meet the needs of the school's students for whom it is intended. An assessment package should answer the following questions:

What are the career development needs of the students?

How is staff time currently being expended?

What resources are available (people, facilities, materials)?

Time and Task Analysis Log (Gysbers, p. 298, see appendix item D)

The role of counselors in a comprehensive career development program is critical and counselors will probably be affected to a greater degree than other staff. For this reason, counselors must carefully determine how they are presently spending their time.

Counselors should monitor how they are using their time by systematically collecting data. Because counselors' activities are so varied, a data-collection scheme should be determined to capture as true a picture as possible without having to record every hour's activity, every day of the week, every week of the year. One method would be to record activities from one day of each week, rotating the recording day. For instance: week #1 record on Monday, week #2 on Tuesday, week #3 on Wednesday, week #4 on Thursday, week #5 on Friday, week #6 back to Monday again and so forth. After the data collection time has been long enough to yield a fair assessment (ideally a year) of how the counselors' time is spent, data in each category can be totaled and converted to percentages. These percentages, in turn, can then be converted to the Gysbers' time distribution form as found in the appendix E. A conclusion can be drawn as to how much time is being spent on guidance versus non-guidance activities. A plan to gradually eliminate non-guidance activities to make room for an increased amount of guidance activities will follow.

Student Needs Assessment (see appendix item F)

A required component of an assessment package is a student needs assessment. There is no better way to assess what to design for students than to ask the students themselves. Ideally all students should be surveyed. If this creates a great problem, a ten percent random sampling of all segments of the student population should be conducted. The data collected will indicate what competencies are concerns for them and at which grade levels.

Teacher Survey (see appendix item G)

The comprehensive career development competencies can be given to teachers to determine what competencies the teachers may already be addressing in their programs of instruction. The results will suggest the additional activities needed as the program develops.

Community and/or Parent's Survey (see appendix item H & I)

Valuable data can be collected from parents and community concerning what they believe to be the needs of today's youth. This is also an excellent way to introduce the upcoming program to these two important groups. Surveys may be mailed, distributed through organizations such as P.T.A., Rotary Club, booster clubs or sent home with students. A survey form similar to the one completed by students would produce an interesting comparison between what students felt they needed and the perception of their needs by parents and community.

Inventory of Resources

Data needs to be collected to see what resources already exist. Facilities that will be necessary to implement certain desired activities may or may not be readily available. Materials and equipment may or may not be in adequate supply but will need to be inventoried before this determination can be made. The availability of community resources including persons and materials is a necessary part of this process.

PART III

PROGRAM DEVELOPMENT

STEP 4. DEVELOP POLICY STATEMENT (PHILOSOPHY)

The philosophy presents the program's underlying meaning and beliefs. The focus is on what is believed to be true about the needs of students and how the program can meet those needs.

Sample Philosophy

> *"A comprehensive career development program is an integrated approach to providing career development experiences for* **ALL** *students throughout the entire school program. Some students have needs that will require special attention.*
>
> *Our students need help in developing into individuals who feel confident about themselves, who accept others and are able to cope with life's demands."*

Step 5. Develop a Statement of Purpose (Definition)

The statement of purpose describes the focus of the program. It is a descriptive statement of the structure of the program including its' components, delivery systems, and personnel who implement it.

Sample Statement of Purpose

"The comprehensive career development program is designed to address the needs of all students by helping them to acquire the competencies of knowledge of self and others, career awareness and exploration and career planning and preparation. The program is developmental in design and includes sequential activities organized and implemented by counselors, teachers, administrators, parents and community representatives. The plan includes a curriculum, counseling services, program management and selected resources."

Step 6. Prioritize Competencies and Student Outcomes (by Grade Level)

The career development competencies and student outcomes is a model that has been developed for the State of Tennessee stemming from national standards developed by the National Occupational Information Coordinating Committee. These competencies and indicators are based on career development theory. They have been developed with extensive input from professional groups at the national, state and local levels.

A competency is a general goal, while indicators are specific career development knowledge, skills and attitudes. Competencies and indicators have been developed for Tennessee's high school students. These competencies are organized around three broad career development areas--self knowledge, educational and vocational development, and career planning and exploration.

Data collected through the needs assessment process will indicate the relative priority for each competency just prior to developing a local plan. It is with these data that the steering committee should begin.

Each grade level within the program will be directed toward an identified focus depending upon where they are developmentally--socially, emotionally and educationally. The needs by grade level can also be drawn from the needs assessment data.

STEP 7. DESIGN THE PROGRAM

Data collected during the needs assessment process will be a good place to begin. Building upon the strengths that exist within the setting will greatly benefit the program. Staff members who have taken the initiative to implement activities that address the competencies should be commended, encouraged and perhaps even brought to the forefront for providing leadership for others.

Begin by identifying methods to implement the high priority competencies that were determined in the previous step. After completion of these, move on to the remainder. All indicators will not need to receive equal emphasis. This will be a decision of the steering committee based upon needs assessment data collected.

Using the activities form (see appendix item J) and sample activities packet (developed by the CCDP), determine which activities are possible using the existing staff. Be careful to be realistic. A few quality, well-developed activities will be of greater value to the students than an enormous list that can barely be touched upon. Counselors should decide what they can deliver solely within the guidance department, what they must team with other staff to implement and what the parents, teachers and/or community must provide. A coordinated effort by <u>all</u> participating staff is vitally important if the comprehensive career development program is to indeed operate as a <u>program</u>! This fact should receive constant emphasis, not only during the program design stage but also throughout implementation.

Delivery methods for helping students achieve the competencies and outcomes can be varied. Classroom instruction, group guidance, individual guidance, counseling, assessment, consultation, referral, career information (self-help) are methods for consideration. Various approaches to address the variety of learning styles of students should be planned. Also identify who will be responsible for delivering the prescribed activities.

The time when the activity will be delivered is also important. A comprehensive program focuses on being developmental and has both a scope and sequence. The order in which activities within a school (and especially with specific groups of students) should be delivered needs to be carefully planned. A team approach to delivering of an outcome is very important as is an open line of communication between involved staff.

Resources to be used can vary. Among these can be human resources (speakers from the community), audio visual materials (filmstrips, videos, tapes, films), books, printed materials, teacher-made materials, and commercial materials. The possibilities are unlimited. A list of available resources to be given to the staff may be helpful to the program.

Evaluation is an extremely important component of the plan. Each activity should be evaluated by some method to indicate its effectiveness. There are many methods for receiving feedback from students. The written test is most familiar but may not be more effective than other rating scales.

The more complete the information is when designing the program the easier it will be to monitor the progress of the program. A well-thought through and developed program will reap large rewards.

Step 8. Determine Staff Development (Inservice) Needs

Following the design of the desired program, staff development needs should be determined. These could include large group inservice, small interest group inservice, consultation with other programs, self-study, university course work, workshops and intern experiences. Not only can a program be built around the resources already available but should also introduce some new experiences to staff and provide avenues for them to develop additional skills and other ways to improve their effectiveness.

Step 9. Present Plan for Board Approval

Prior to implementation of the program, the plan must be presented to the central administration and Board of Education for approval. The process used in doing this varies. How to proceed with this step must be investigated in each school system.

When it is presented, the following steps are suggested:

Select person(s) to present the plan

Prepare written information for each board member outlining presentation

Prepare limited copies of the complete plan

Explain the plan

Obtain necessary board assurances, including:

- staff time to implement, refine, and manage a quality program
- take action on decisions needed to ensure continued program development and progress
- use program evaluation results in making funding requests
- direct the staff with the assistance of the advisory council to publicize the program to the community
- provide adequate funding to assure continued program development, implementation and management.

Share the supportive materials from the Carl Perkins Act, American School Counselors Association and other pertinent information.

Step 10. Organize Advisory Committee

The advisory committee will be larger than the steering committee and include broad representation from various constituent groups. It should be selected and involved throughout the implementation process. The functions of the advisory committee include:

- reviewing recommendations made by the steering committee
- developing support for the program
- providing linkages to various groups

Membership should include:

- administrators
- teachers
- students
- parents
- business and industry personnel
- community organization members
- school board member
- steering committee member

A chairperson should be selected by the advisory committee. A counselor should serve as executive secretary to record all action of the advisory committee. A meeting schedule should be set.

Conversion From Steering to Advisory Committee

An option of converting the steering committee to an advisory committee could be considered. In areas where resources are limited, this may be necessary. It is not unusual in some school systems for a few persons to be "wearing several hats."

After the work of the steering committee is completed, the composition should be reviewed. Former steering committee members may wish to be dismissed while others convert to the new committee. Additional members will be added to formalize an advisory council design.

PART IV

IMPLEMENT PROGRAM

STEP 11. DEVELOP IMPLEMENTATION CALENDAR (BI-WEEKLY)

Careful planning of activities to be undertaken throughout the school year is very important and will be a necessary ingredient to measure progress. Management of the program will be impossible without a method of tracking who is doing what when. Also, advanced planning will allow time to prepare for scheduling resources and equipment. Conflicts around major school events can be avoided.

A calendar enables counselors to organize systematically to deliver career development outcomes to students, to organize their time to meet students needs and to communicate information concerning the objectives of the program to students, staff, parents, and the community. The calendar integrates effectively the career guidance program with that of the total school should be displayed.

Following the design of the calendar for the year, the plan can be divided into two-week segments to further refine the management process. The two-week plan is a manageable block of time to measure progress and to keep staff on a planned course of implementation. At the end of a two week period, adjustments can be made, if necessary, to keep the program moving effectively along its planned course.

The two-week calendar (see appendix K) should also be kept and visibly posted (perhaps on the counselor's door) by each counselor. All persons involved with the delivery of the career development program should be able to document their involvement. Classroom teachers usually do have a teaching plan prepared in advance but few counselors plan their time quite as strategically. An example of a two week plan is found in the appendix.

PART V

MONITOR PROGRESS

STEP 12. CONDUCT EVALUATION

The final step in the implementation process is to evaluate the program. The main tasks during this step are to:

design and conduct product evaluation

design and conduct process evaluation

use evaluation results

Product evaluation compares student achievement against local career development standards. It provides information needed to identify discrepancies between desired and actual student outcomes. Product evaluation should be developed as career guidance and counseling activities are designed.

Process evaluation provides a formal review of the program processes, structure, and schedule. It addresses such questions as: Was the program fully implemented within the specified time lines? What problems were encountered in implementing the program? Were the program processes and structure effective? What changes are indicated based on the implementation experiences?

There are three uses of evaluation results:

Monitor achievement of individual students on career development competencies and indicators and develop a plan for increasing their achievement.

Determine the effectiveness of the career guidance and counseling program for enhancing student or client attainment of the local student career development standards.

Communicate the strengths, benefits, and needs of the career guidance and counseling program.

STEP 13. REVISE PROGRAM

A program that is growing in its' effectiveness with students and participation by staff, parents, and the community will need to remain flexible and will be always changing. Strengths and weaknesses within the program will surface during the implementation period which will be detected by the product and process evaluation.

Changes should not be made haphazardly, however. Often an activity can be modified to make it more effective instead of eliminating it altogether. The most difficult year will be the first one when the program is planned. Following that, a refining process goes into operation.

PART VI

APPENDICES

ITEM A

Carl D. Perkins Vocational Education Act:
Career Guidance and Counseling Position Statement for Reauthorization.

In order to meet the challenge of building a world class workforce, strong career guidance and counseling must impact on students through vocational education programs. With appropriate support, these programs can make substantial contributions to the social and economic challenges we face today and in the foreseeable future. In our rapidly changing world, youth and adults need comprehensive career guidance and counseling programs to produce career development skills.

In the 1987 American College Testing Service student needs assessment survey of 32,000 high school students, the three highest ranking needs were related to career information and planning. In fact twelve of the top twenty items were career related. This is consistent with surveys over the last two decades which show that students and their parents place an extremely high priority on career development as an outcome of the secondary school experience.

A 1987 Gallup Poll provided evidence that American adults also see the need for career development for themselves. Of all workers now in the labor force, whatever educational route they followed to get there, 62% say they had no career plan at all when they began their first full time job. Sixty-four percent of workers said if they could start over, they would want to consider other career options.

Over half admitted they ended up in their current jobs through chance, circumstances and the advice of others. In the past year 22.9 million adults have been contemplating making career changes.

The contribution of career guidance and counseling programs in responding to these needs are well documented. In the early 1980's, the National Center for Research in Studies for Vocational Education conducted a major review of research on the impact of career guidance and counseling. (Drier and Gysbers, 1989). As a result of participation in career guidance programs and counseling, activities, individuals

- Improved school involvement and performance;
- Increased personal and interpersonal work skills;
- Improved preparation for careers increased career awareness exploration and planning skills.

The preponderance of evidence suggests that career guidance and counseling interventions achieve their intended objective if guidance personnel are given the opportunity and resources.

It also is clear that career guidance and counseling has been successful in assisting individuals in a wide range of subpopulations and settings such as in correctional institutions, JTPA programs, vocational training centers, community colleges and rehabilitation centers.

Position:

To meet these challenges of building the future workforce, NCDA, AVA/Guidance and NASOICC supports the following recommendations regarding reauthorization of the Carl D. Perkins Act.

1. Support "Hold-harmless" (Title I, Part B, State Plans):

"Sec. 113(b) Each such plan shall --
...(15) provide assurances that for each fiscal year, expenditures for career guidance and counseling from allotments for title II and Part D of title III will not be less than the expenditures for such guidance and counseling in the State for the fiscal year 1984 assisted under section 134(a) of the Vocational Education Act of 1963."

2. Maintain Title III, Part D

Maintain title III, Part D, as a separate, categorical authorization and increase its authorization from $1 million to $30 million beginning in fiscal year 1990.

3. Maintain (Part B - Section 521 (4) Definition)

The term "career guidance and counseling" means those programs (A) which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities, and (B) which assist them in making and implementing informed educational and occupational choices.

4. Add Sec 332 (d)

Career information delivery system development
Not less than 20 percent of the sums made available to a state under this part shall be used for demonstration projects/client outcome standards delivered through comprehensive career development, guidance and counseling programs.

5. Fund title IV, Part C add (Sec. 422 (a)(4))

to continue NOICC training and technical assistance activities to support comprehensive career guidance and counseling programs, especially in areas of career information delivery and use, coordination of federal and state agencies in such programs, and development of programs at the local level to achieve improved career decisions by individuals;

6. Add (Sec. 422(b) (c))

of the amounts available pursuant to Section 3 (f) for each fiscal year for this part, there should be available in each fiscal year not less than $6,000,000 to carry out the provisions of this section.

Summary

The key lies in helping people understand that we can no longer afford to neglect the career development needs of the American people. Therefore, these national professional associations urge the Congress to support the six points, stated above, in the Reauthorization of the Carl D. Perkins Vocational Education Act.

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ITEM B

AMERICAN SCHOOL COUNSELOR ASSOCIATION

ROLE STATEMENT

The School Counselor in Career Guidance: Expectations and Responsibilities

(Adopted 1984)

Introduction

Career Guidance has consistently been seen as a high priority needed by youth, their parents, school boards, the private sector, and the general public. Such expectations are at an all time high. As these expectations have risen, so, too, has the difficulty of the task facing the professional school counselor. The certain rapidity of occupational change, coupled with the uncertain nature of the emerging service/information oriented high technology society have combined to change career guidance practices in significant ways. This policy statement aims to recognize and react to some of these changes.

To do so demands that the professional school counselor recognize that the promise of high technology to increase both efficiency and effectiveness of operations applies to career guidance at least as much as to any other part of the formal education system. Thus, if the need for career guidance can be said to be greater than ever, so, too, is the potential for meeting this need. This potential can be recognized only if professional school counselors are willing to broaden their roles in ways that allow them to simultaneously take advantage of the promise and avoid the pitfalls implicit in a high technology approach to career guidance. The promises and pitfalls to be recognized include but are not limited to:

- The **promise** through computer assisted management (CAM) to relieve professional school counselors of the need to spend long hours in maintaining student records coupled with the potential **pitfall** of violating student confidentiality.
- The **promise** of greatly expanding the nature, scope, and accessibility of educational/occupational information systems through the use of videodiscs and telecommunication coupled with the potential **pitfalls** associated with assuring the validity and lack of bias found in such materials.
- The **promise** of making computerized career decision-making systems available to students coupled with the plentiful **pitfalls** of failing to use the counselor/student relationship to move towards comprehensive career planning.

Thus, while high technology holds obvious promise for increasing both the efficiency and the effectiveness of career guidance, it simultaneously calls for a broadening of counselor expertise and counselor activity. The challenge to counselors for broadening their role in career guidance is fully as great as is the need to make career guidance a high priority item.

To make career guidance a high priority item for professional school counselors several basic goals must be kept clearly in mind including:

- Delivering career guidance to persons in an **equitable** fashion that aims at **excellence of delivery** for each person.
- Taking advantage of the obvious opportunity of utilizing a wide variety of community resources in the delivery of effective career guidance.
- Protecting and enhancing individual freedom of career choices for every person served.
- Providing quality career guidance for all persons in the education system rather than limiting it to specific portions of the student population.
- Involving, to the greatest possible extent, all professional educators in the delivery of career guidance.

In order to address this need to designate our role in career guidance as a high priority, ASCA has prepared this policy statement.

Career Guidance is a delivery system which systematically helps students reach the career development outcomes of self awareness and assessment, career awareness and exploration, career decision making, career planning and placement. The school counselor's role covers many areas within a school setting and career guidance is one of the counselor's most important contributions to a student's lifelong development. Career guidance can best be conceptualized by the following basic concepts:

- Career development is a lifelong process.
- Career guidance is deeply rooted in the theory and research of the career development process.
- Career guidance is developmental in nature (K-post-secondary) moving from self and career awareness - to career exploration - to career decision-making - to career planning - to implementation of decisions and plans. The entire developmental process can be repeated more than once during the life span.

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• Career guidance recognizes and emphasizes education/work relationships at all levels of education.

• Career guidance views the work values of persons as part of their total system of personal values - and so views work as an integral part of a person's total lifestyle.

• Career guidance recognizes the importance of both paid and unpaid work. In doing so, it recognizes that the human need to work, for any given person, can be met by either, or both, paid and unpaid work.

The School Counselor, as a Career Guidance professional, is the person to assume leadership in the implementation of career development outcomes. Furthermore, indirect services to parents, staff and the greater community, as they relate to the career development outcomes for students, are also the school counselor's responsibility. Indirect services include but are not limited to staff development, parent and school board presentation and the establishment of strong supportive linkages with business, industry and labor.

A Five Phased Approach to Career Guidance In An Education System

Career guidance professionals are most needed and can gain greatest recognition through participation in process-oriented approaches to educational change. Of the several kinds of process-oriented approaches to educational change, career education represents the most logical and certainly the most ready one available for consideration by the school counselor acting in their capacity as a career guidance professional.

Career Guidance calls for educational change beginning no later than kindergarten and extending through all of publicly supported education. Concepts must be delivered in an equitable manner to all students in order to bring a sense of meaningfulness and purposefulness to both the curriculum and the services of the educational system.

Career Guidance concepts have been influenced by the school counselor for many years but must now be broadened to invite support from faculty, staff, administration, students, parents and the very diverse segments of the broader community.

In order to broaden the support base, the person in authority must make clear to all school personnel that career guidance is everyone's responsibility. No one segment is in a position to deliver all of the concepts. However, one person must be appointed who will be held accountable and be given authority to develop, coordinate and monitor the total effort in order that a developmental deliver system is put in place and continues to function. The person responsible for this development and coordination should be a school counselor with management and organizational skills.

In order to implement a comprehensive career guidance program in an educational system the initial emphasis must be on an effective process-oriented effort aimed at educational change. The following are considerations which are necessary but not sufficient to meet the needs for the educational change.

• School counselors, administrators and faculty members must become sensitized to the concepts of career guidance.

• School counselors, administrators and faculty members must become familiar with the concept that career infusion need not result in the loss of teaching or counseling time.

• Faculty members must be able to make the same kinds of connections between the subject(s) taught and the world of work that the students will make between the subject(s) learned and the world of work.

• Professional development and activities related to implementation of this process shall take place during the school day with appropriate or usual compensation provided to participants.

Based on the philosophy and the practical outcomes listed above, the following five phased approach to career guidance will allow the school counselor to utilize his/her training and expertise in facilitating groups, coordinating activities and identifying and developing community contacts and resources.

Phase I

The Counselor as a Career Guidance Professional develops a broad base of understanding between the faculty members and the broader community. A series of inservice programs should be developed involving faculty members and significant members of both the private and public sectors of the community. The primary goals of these inservice programs include:

• Developing an understanding of career guidance.

• Developing a sensitivity to the concepts of race, sex and the exceptional student.

• Developing a "core committee" of persons representing all levels of the educational system with select representation from the private and public sectors.

Phase II

The Counselor as a Career Guidance Professional, with the "core committee" develops goals and objectives to form a skeleton around which sub-committees will add "flesh" in the form of faculty/counselor developed lessons and activities.

(continued)

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Phase III

The Counselor as a Career Guidance Professional facilitates the development of workshops conducted by core committee members for the purpose of developing sample activities which relate to each goal and objective at each level. Additional staff members from each level are invited to become resource persons for the committee. Emphasis is placed on the interaction of faculty from all levels of the system working together to develop clearly articulated and developmentally sequenced activities.

Phase IV

The Counselor as a Career Guidance Professional, utilizing the "core committee" coordinates the compilation of all of the goals, objectives and activities (the product of Phase III) and a resource appendix into one infusion document. This document, developed with and delivered to the teachers is to be used as a guide for infusion. The document is disseminated to all faculty and administration as well as to those community members participating in an advisory manner to the core committee.

Phase V

The Counselor as a Career Guidance Professional will call upon the "core committee" whenever needed for the purposes of revising, updating, disseminating and evaluating the career guidance program.

It should be noted that the role of the school counselor serving as a career guidance professional is one of coordinating and facilitating not the writing or implemeniing of the career infusion plan for the classroom teacher.

These five phases, if implemented effectively, insure infusion of career guidance into all curriculum areas starting early in the educational process. The school counselor as a career guidance professional can then concentrate on the delivery of a series of common, core experiences leading to career maturity through awareness, exploration, decision making and planning. These experiences should be developmental in nature and serve as the link that ties together all of the infusion efforts and focuses on the student in relation to his/her future work experience.

The common core experiences should provide the following for all students:

- Individual and group counseling to clarify work values and develop coping and planning skills.
- Formal and informal assessment of abilities, personality traits and interest.
- Occupational/career information through community linkages such as field trips, speakers, shadowing experiences, internships.
- A career information center providing job hunting skills, interviewing skills, educational and training opportunities and financial aid possibilities.
- Training, goal setting and decision making for the selection of tentative career paths based on the above.
- An opportunity for integration of academic and career planning leading to the selection of high school curriculum as it relates to the appropriate career clusters.
- An opportunity for continuous evaluation and revision of the goal setting process and action planning including an annual review of all students' plans of study.

This policy statement presents a philosophy, some explanations and a prepared plan of action concerning the role of the school counselor as a career guidance professional. This is only a beginning-much more work needs to be done to implement a pro-active stance for school counselors to meet the career development needs for all students. Parents, school boards and the public and private sector are applying pressure on the educational system to meet these needs - we can avoid becoming victims of structural educational reform by participating in it.

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ITEM C

CAREER GUIDANCE COMPETENCIES SURVEY

The following statements describe possible counselor competencies (skills and knowledge) needed for a career guidance program. Indicate (by circling a, b, c, d, or e) the level of competence you feel you possess.

> Level of Competence - a. Not competent enough
>
> b. Minimally competent; but improvement needed
>
> c. Adequate level of competency
>
> d. Very competent; possess more than adequate competency
>
> e. Exceptionally competent; able to in-service others

COUNSELOR COMPETENCY	LEVEL OF COMPETENCE				
1. Interpersonal (communication) skills	a	b	c	d	e
2. Individual counseling techniques	a	b	c	d	e
3. Group guidance techniques	a	b	c	d	e
4. Curriculum development techniques	a	b	c	d	e
5. Techniques for coordinating school and community resources	a	b	c	d	e
6. Knowledge of existing curriculum within the school	a	b	c	d	e
7. Program development skills - (ability to design step-by-step program to reach a goal)	a	b	c	d	e
8. Procedures for administering ability and achievement tests to students	a	b	c	d	e

CAREER GUIDANCE COMPETENCIES SURVEY (continued)

COUNSELOR COMPETENCY	LEVEL OF COMPETENCE				
9. Techniques for interpreting ability and achievement test scores to students	a	b	c	d	e
10. Knowledge of available career interest survey instruments	a	b	c	d	e
11. Ability to interpret career interest survey test scores to students	a	b	c	d	e
12. Ability to define Career Education and career education skills	a	b	c	d	e
13. Knowledge of career education goals and objectives	a	b	c	d	e
14. Knowledge of career education curriculum and programs	a	b	c	d	e
15. Knowledge of career education resources and materials	a	b	c	d	e
16. Techniques for writing career education goals and objectives for students	a	b	c	d	e
17. Techniques for developing learner activities that achieve career development outcomes	a	b	c	d	e
18. Ability to teach career development skills and activities to students	a	b	c	d	e
19. Ability to use career education materials	a	b	c	d	e

CAREER GUIDANCE COMPETENCIES SURVEY (continued)

COUNSELOR COMPETENCY	LEVEL OF COMPETENCE				
20. Techniques for presenting educational and career options available to students	a	b	c	d	e
21. Techniques for assisting students to assess their own career development needs	a	b	c	d	e
22. Techniques for teaching career decision making to students	a	b	c	d	e
23. Techniques for assisting students to plan their own educational and personal programs in relation to their own career choices	a	b	c	d	e
24. Skills in planning and career information program for students	a	b	c	d	e
25. Techniques and knowledge for implementing a career information center for students	a	b	c	d	e
26. Techniques for assisting students to prepare resumes and to interview for jobs	a	b	c	d	e
27. Techniques for providing career development information to teachers	a	b	c	d	e
28. Techniques for working with teachers to assist them in planning a career education program	a	b	c	d	e
29. Techniques for working with teachers on delivering career education activities and programs	a	b	c	d	e

CAREER GUIDANCE COMPETENCIES SURVEY [2] (continued)

COUNSELOR COMPETENCY	LEVEL OF COMPETENCE				
30. Techniques for involving parents in school activities	a	b	c	d	e
31. Techniques for working with administrators	a	b	c	d	e
32. Techniques for involving community resources (speakers, agencies, centers, etc.) in career education activities with students	a	b	c	d	e
33. Techniques for evaluating the effectiveness of career education programs	a	b	c	d	e
34. Techniques for reporting the results of evaluation	a	b	c	d	e
35. Techniques for securing job placement for students	a	b	c	d	e
36. Techniques for placing students in appropriate educational institutions at the next higher level	a	b	c	d	e
37. Techniques for reporting career guidance activities	a	b	c	d	e
38. Techniques for implementing a public relations program	a	b	c	d	e

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2 Adapted from American Institute for Research (AIR), Career Guidance Personnel Training Needs Survey, Palo Alto, California - July, 1975

ITEM D

TIME AND TASK ANALYSIS LOG
30 MINUTE INTERVALS

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-GUIDANCE ACTIVITIES
EXAMPLES OF ACTIVITIES	CLASSROOM ACTIVITIES, GROUP ACTIVITIES	INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION,	CONSULTATION, PERSONAL COUNSELING, SMALL GROUPS, INDIVIDUAL COUNSELING, CRISES COUNSELING, REFERRAL	RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, PROFESSIONAL DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S, FIGURING CLASS RANK
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:00 - 10:00					
10:00 - 10:30					
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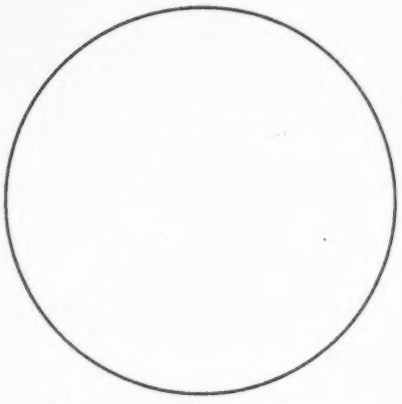
6:30 - 7:00					
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
Daily Blocks:					
Grand Total (Total Blocks):					
Daily Percentage:					
Grand Total (Daily Percentage):					

ITEM E

TIME DISTRIBUTION FORM
HIGH SCHOOL LEVEL



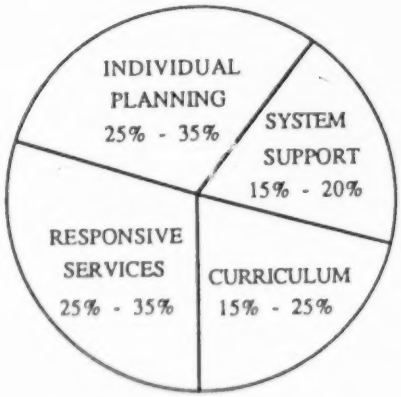
Current District Program Percentages

Current District Program Percentages

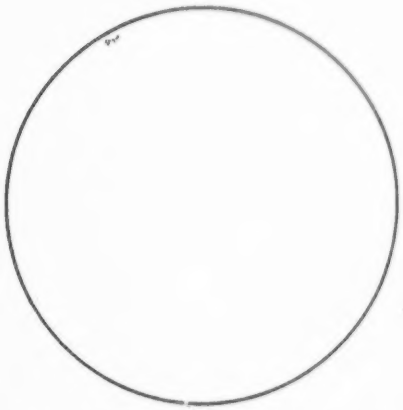
_____ guidance curriculum
_____ individual planning
_____ responsive service
_____ system support
_____ non-guidance

State-Suggested Percentages

15% - 25% curriculum
25% - 35% individual planning
25% - 35% responsive services
15% - 20% system support
0% non-guidance



State Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

_____ guidance curriculum
_____ individual planning
_____ responsive service
_____ system support

ITEM F

STUDENT SURVEY
TENNESSEE COMPREHENSIVE CAREER DEVELOPMENT NEEDS ASSESSMENT

Narrative: Your high school is developing a comprehensive career development program of guidance. This program of services should assist you in developing adequate career skills that will help you to function during your entire life. These skills will assist you in making wise decisions during your life which deal with such broad areas as your personal concerns, social skills, educational choices, leisure time activities, and occupation-oriented decisions.

Please respond to the following 30 items so that your school system can provide a quality career-oriented guidance program. A quality program should provide assistance in helping you make good decisions in all phases of your high school and adult career.

Directions: Please read each item on this career development survey very carefully. Then circle the response which best indicates the importance which you feel toward the item. Be honest in your response because your opinion will be known only by yourself. Please do not sign your name on this survey. This will assure that your opinion is completely confidential.

KEY: SA = strongly agree with the statement
A = agree with the statement
D = disagree with the statement
SD = strongly disagree with the statement

I need help to:

1.	identify my unique personal traits, interests, abilities and potential.	SA	A	D	SD
2.	recognize how my attitudes and opinions will provide personal knowledge about myself.	SA	A	D	SD
3.	comprehend how attitude and educational level will affect my personal behavior.	SA	A	D	SD
4.	develop acceptable social skills needed for me to be accepted by others.	SA	A	D	SD
5.	express my feelings and ideas when talking to other persons.	SA	A	D	SD
6.	learn how employers and workers communicate.	SA	A	D	SD
7.	demonstrate positive work values and attitudes toward work.	SA	A	D	SD
8.	develop necessary educational and work habits.	SA	A	D	SD
9.	demonstrate useful work habits and attitudes in my educational and work environment.	SA	A	D	SD
10.	know how health, age and other changes will affect my personal behavior and my career decisions.	SA	A	D	SD
11.	to learn better ways of behaving when problems arise.	SA	A	D	SD

12.	understand how education, career planning, and jobs are related.	SA	A	D	SD
13.	develop skills which can be used for several occupations.	SA	A	D	SD
14.	describe how my career relates to my personal values, goals, life style and employment needs.	SA	A	D	SD
15.	understand job training and employment trends within my local community and Tennessee.	SA	A	D	SD
16.	identify factors that have changed the work patterns of women and men during the last 10 years.	SA	A	D	SD
17.	recognize the impact of changing male/female roles on my career decisions.	SA	A	D	SD
18.	know how my school grades, test scores and interests compare with those of successful workers.	SA	A	D	SD
19.	use my life experiences in making my educational and occupational decisions.	SA	A	D	SD
20.	know how working with my hands, my physical condition, and my problem-solving skills relate to choosing an occupation.	SA	A	D	SD
21.	develop my skills for locating, interpreting and evaluating information about career opportunities.	SA	A	D	SD
22.	explore various careers and self-employment opportunities.	SA	A	D	SD
23.	identify any personal factors that are influencing my educational and career goals.	SA	A	D	SD
24.	use a decision-making process in choosing and planning my career.	SA	A	D	SD
25.	develop the skills which I need to make the change from leaving high school to entering a job or a college/technical school.	SA	A	D	SD
26.	develop my skills in locating and using information about job opportunities.	SA	A	D	SD
27.	develop my skills in writing a job resume, preparing a job application, and in completing a successful job interview.	SA	A	D	SD
28.	identify specific employers who can offer job advancement good working conditions and good worker benefits.	SA	A	D	SD
29.	explain how work, family, leisure and lifestyle roles are interrelated.	SA	A	D	SD
30.	recognize how my work interests and values will relate to my leisure activities.	SA	A	D	SD

STUDENT NEEDS ASSESSMENT
COMPETENCY/ITEM MATCHING KEY

Item	Competency
1	1
2	1
3	1
4	2
5	2
6	2
7	3
8	3
9	3
10	4
11	4
12	5
13	5
14	6
15	6
16	7
17	7
18	8
19	8
20	8
21	9
22	9
23	10
24	10
25	10
26	11
27	11
28	11
29	12
30	12

ITEM G

TEACHER SURVEY
TENNESSEE COMPREHENSIVE CAREER DEVELOPMENT NEEDS ASSESSMENT

Narrative: Your high school is developing a comprehensive career development program of guidance for the students. This program of services should assist them in developing adequate career skills that will help them to function during their entire life. These skills will assist them in making wise decisions during their life which deal with such broad areas as personal concerns, social skills, educational choices, leisure time activities, and occupation-oriented decisions.

Please respond to the following 30 items so that the school system can provide a quality career-oriented guidance program. A quality program should provide assistance in helping students make good decisions in all phases of their high school and adult career.

Directions: Please read each item on this career development survey very carefully. Then circle the response which best indicates the importance which you feel toward the item. Be honest in your response because your opinion will be known only by yourself. Please do not sign your name on this survey. This will assure that your opinion is completely confidential.

KEY: SA = strongly agree with the statement
A = agree with the statement
D = disagree with the statement
SD = strongly disagree with the statement

Our students need help to:

1.	identify their unique personal traits, interests, abilities and potential.	SA	A	D	SD
2.	recognize how their attitudes and opinions will provide personal knowledge about themselves.	SA	A	D	SD
3.	comprehend how attitude and educational level will affect their personal behavior.	SA	A	D	SD
4.	develop acceptable social skills needed for them to be accepted by others.	SA	A	D	SD
5.	express their feelings and ideas when talking to other persons.	SA	A	D	SD
6.	learn how employers and workers communicate.	SA	A	D	SD
7.	demonstrate positive work values and attitudes toward work.	SA	A	D	SD
8.	develop necessary educational and work habits.	SA	A	D	SD
9.	demonstrate useful work habits and attitudes in their educational and work environment.	SA	A	D	SD
10.	know how health, age and other changes will affect their personal behavior and their career decisions.	SA	A	D	SD
11.	to learn better ways of behaving when problems arise.	SA	A	D	SD

12.	understand how education, career planning, and jobs are related.	SA	A	D	SD
13.	develop skills which can be used for several occupations.	SA	A	D	SD
14.	describe how their career relates to their personal values, goals, life style and employment needs.	SA	A	D	SD
15.	understand job training and employment trends within their local community and Tennessee.	SA	A	D	SD
16.	identify factors that have changed the work patterns of women and men during the last 10 years.	SA	A	D	SD
17.	recognize the impact of changing male/female roles on their career decisions.	SA	A	D	SD
18.	know how their school grades, test scores and interests compare with those of successful workers.	SA	A	D	SD
19.	use their life experiences in making my educational and occupational decisions.	SA	A	D	SD
20.	know how working with their hands, their physical condition, their problem-solving skills relate to choosing an occupation.	SA	A	D	SD
21.	develop their skills for locating, interpreting and evaluating information about career opportunities.	SA	A	D	SD
22.	explore various careers and self-employment opportunities.	SA	A	D	SD
23.	identify any personal factors that are influencing their educational and career goals.	SA	A	D	SD
24.	use a decision-making process in choosing and planning their career.	SA	A	D	SD
25.	develop the skills which they need to make the change from leaving high school to entering a job or a college/technical school.	SA	A	D	SD
26.	develop their skills in locating and using information about job opportunities.	SA	A	D	SD
27.	develop their skills in writing a job resume, preparing a job application, and in completing a successful job interview.	SA	A	D	SD
28.	identify specific employers who can offer job advancement good working conditions and good worker benefits.	SA	A	D	SD
29.	explain how work, family, leisure and lifestyle roles are interrelated.	SA	A	D	SD
30.	recognize how their work interests and values will relate to their leisure activities.	SA	A	D	SD

ITEM H

COMMUNITY SURVEY
TENNESSEE COMPREHENSIVE CAREER DEVELOPMENT NEEDS ASSESSMENT

Narrative: Your high school is developing a comprehensive career development program of guidance for its students. This program of services should assist them in developing adequate career skills that will help them to function during their entire life. These skills will assist them in making wise decisions during their life which deal with such broad areas as personal concerns, social skills, educational choices, leisure time activities, and occupation-oriented decisions.

Please respond to the following 30 items so that the school system can provide a quality career-oriented guidance program. A quality program should provide assistance in helping students make good decisions in all phases of their high school and adult career.

Directions: Please read each item on this career development survey very carefully. Then circle the response which best indicates the importance which you feel toward the item. Be honest in your response because your opinion will be known only by yourself. Please do not sign your name on this survey. This will assure that your opinion is completely confidential.

KEY: SA = strongly agree with the statement
A = agree with the statement
D = disagree with the statement
SD = strongly disagree with the statement

Students need help to:

1.	identify their unique personal traits, interests, abilities and potential.	SA	A	D	SD
2.	recognize how their attitudes and opinions will provide personal knowledge about themselves.	SA	A	D	SD
3.	comprehend how attitude and educational level will affect their personal behavior.	SA	A	D	SD
4.	develop acceptable social skills needed for them to be accepted by others.	SA	A	D	SD
5.	express their feelings and ideas when talking to other persons.	SA	A	D	SD
6.	learn how employers and workers communicate.	SA	A	D	SD
7.	demonstrate positive work values and attitudes toward work.	SA	A	D	SD
8.	develop necessary educational and work habits.	SA	A	D	SD
9.	demonstrate useful work habits and attitudes in their educational and work environment.	SA	A	D	SD
10.	know how health, age and other changes will affect their personal behavior and their career decisions.	SA	A	D	SD
11.	to learn better ways of behaving when problems arise.	SA	A	D	SD

12.	understand how education, career planning, and jobs are related.	SA	A	D	SD
13.	develop skills which can be used for several occupations.	SA	A	D	SD
14.	describe how their career relates to their personal values, goals, life style and employment needs.	SA	A	D	SD
15.	understand job training and employment trends within their local community and Tennessee.	SA	A	D	SD
16.	identify factors that have changed the work patterns of women and men during the last 10 years.	SA	A	D	SD
17.	recognize the impact of changing male/female roles on their career decisions.	SA	A	D	SD
18.	know how their school grades, test scores and interests compare with those of successful workers.	SA	A	D	SD
19.	use their life experiences in making my educational and occupational decisions.	SA	A	D	SD
20.	know how working with their hands, their physical condition, their problem-solving skills relate to choosing an occupation.	SA	A	D	SD
21.	develop their skills for locating, interpreting and evaluating information about career opportunities.	SA	A	D	SD
22.	explore various careers and self-employment opportunities.	SA	A	D	SD
23.	identify any personal factors that are influencing their educational and career goals.	SA	A	D	SD
24.	use a decision-making process in choosing and planning their career.	SA	A	D	SD
25.	develop the skills which they need to make the change from leaving high school to entering a job or a college/technical school.	SA	A	D	SD
26.	develop their skills in locating and using information about job opportunities.	SA	A	D	SD
27.	develop their skills in writing a job resume, preparing a job application, and in completing a successful job interview.	SA	A	D	SD
28.	identify specific employers who can offer job advancement good working conditions and good worker benefits.	SA	A	D	SD
29.	explain how work, family, leisure and lifestyle roles are interrelated.	SA	A	D	SD
30.	recognize how their work interests and values will relate to their leisure activities.	SA	A	D	SD

ITEM I

PARENT SURVEY
TENNESSEE COMPREHENSIVE CAREER DEVELOPMENT NEEDS ASSESSMENT

Narrative: Your child's (children's) high school is developing a comprehensive career development program of guidance for its students. This program of services should assist them in developing adequate career skills that will help them to function during their entire life. These skills will assist them in making wise decisions during their life which deal with such broad areas as personal concerns, social skills, educational choices, leisure time activities, and occupation-oriented decisions.

Please respond to the following 30 items so that the school system can provide a quality career-oriented guidance program. A quality program should provide assistance in helping students make good decisions in all phases of their high school and adult career.

Directions: Please read each item on this career development survey very carefully. Then circle the response which best indicates the importance which you feel toward the item. Be honest in your response because your opinion will be known only by yourself. Please do not sign your name on this survey. This will assure that your opinion is completely confidential.

KEY: SA = strongly agree with the statement
A = agree with the statement
D = disagree with the statement
SD = strongly disagree with the statement

My child (children) need(s) help to:

1.	identify their unique personal traits, interests, abilities and potential.	SA	A	D	SD
2.	recognize how their attitudes and opinions will provide personal knowledge about themselves.	SA	A	D	SD
3.	comprehend how attitude and educational level will affect their personal behavior.	SA	A	D	SD
4.	develop acceptable social skills needed for them to be accepted by others.	SA	A	D	SD
5.	express their feelings and ideas when talking to other persons.	SA	A	D	SD
6.	learn how employers and workers communicate.	SA	A	D	SD
7.	demonstrate positive work values and attitudes toward work.	SA	A	D	SD
8.	develop necessary educational and work habits.	SA	A	D	SD
9.	demonstrate useful work habits and attitudes in their educational and work environment.	SA	A	D	SD
10.	know how health, age and other changes will affect their personal behavior and their career decisions.	SA	A	D	SD
11.	to learn better ways of behaving when problems arise.	SA	A	D	SD

12.	understand how education, career planning, and jobs are related.	SA	A	D	SD
13.	develop skills which can be used for several occupations.	SA	A	D	SD
14.	describe how their career relates to their personal values, goals, life style and employment needs.	SA	A	D	SD
15.	understand job training and employment trends within their local community and Tennessee.	SA	A	D	SD
16.	identify factors that have changed the work patterns of women and men during the last 10 years.	SA	A	D	SD
17.	recognize the impact changing male/female roles on their career decisions.	SA	A	D	SD
18.	know how their school grades, test scores and interests compare with those of successful workers.	SA	A	D	SD
19.	use their life experiences in making my educational and occupational decisions.	SA	A	D	SD
20.	know how working with their hands, their physical condition, their problem-solving skills relate to choosing an occupation.	SA	A	D	SD
21.	develop their skills for locating, interpreting and evaluating information about career opportunities.	SA	A	D	SD
22.	explore various careers and self-employment opportunities.	SA	A	D	SD
23.	identify any personal factors that are influencing their educational and career goals.	SA	A	D	SD
24.	use a decision-making process in choosing and planning their career.	SA	A	D	SD
25.	develop the skills which they need to make the change from leaving high school to entering a job or a college/technical school.	SA	A	D	SD
26.	develop their skills in locating and using information about job opportunities.	SA	A	D	SD
27.	develop their skills in writing a job resume, preparing a job application, and in completing a successful job interview.	SA	A	D	SD
28.	identify specific employers who can offer job advancement good working conditions and good worker benefits.	SA	A	D	SD
29.	explain how work, family, leisure and lifestyle roles are interrelated.	SA	A	D	SD
30.	recognize how their work interests and values will relate to their leisure activities.	SA	A	D	SD

ITEM J

COMPETENCY :

The student will -

Target Group 9	10	11	12	Activity	Delivered by Whom? And When?	Materials	Evaluation

ITEM K

COUNSELORS TWO WEEK CALENDAR

WEEK I	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A.M.					
P.M.					
AFTER SCHOOL					
WEEK II	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
A.M.					
P.M.					
AFTER SCHOOL					

COMPREHENSIVE CAREER DEVELOPMENT PROGRAM
ASSESSMENT AND PLANNING ACTIVITY CHECKLIST

ORGANIZING

		Start Date	Anticipated Date Completed	Actual Date Completed	Staff Assigned Responsibility
Step 1.	**Counselors Meet**				
A.	Identify career guidance competencies				
B.	Review recent role change data				
C.	Reflect upon professional convictions				
D.	Conceptualize desired program				
E.	Prepare plan for resistance to change				
F.	Develop agreement with building administrator				
Step 2.	**Organize Career Development Committee**				
A.	Identify and select members				
B.	Inservice steering committee				
C.	Appoint task forces				
D.	Develop steering committee management plan				
Step 3.	**Assess Present Program**				
A.	Conduct student needs survey				
B.	Conduct teacher survey of student needs				
C.	Conduct parent survey of student needs				

		Start Date	Anticipated Date Completed	Actual Date Completed	Staff Assigned Responsibility
D.	Conduct community survey of student needs				
E.	Assess counselor time distribution				
F.	Assess current teacher involvement				
G.	Inventory resources				
Step 4.	**Develop a Policy Statement (Philosophy)**				
A.	Review existing school policy statements				
B.	Develop policy statements for CCDP				
Step 5.	**Develop a Statement of Purpose (Definition)**				
A.	Review existing statements of purpose				
B.	Develop a statement of purpose for CCDP				
Step 6.	**Prioritize Competencies and Student Outcomes (by Grade Level)**				
A.	Identify high-priority competencies				
B.	Determine grade level to emphasize each competency				
C.	Select indicators for each competency				
D.	Develop scope and sequence				

		Start Date	Anticipated Date Completed	Actual Date Completed	Staff Assigned Responsibility
Step 7.	**Design the Program**				
A.	Identify methods to implement high-priority competencies				
B.	Identify methods to implement remaining competencies				
C.	Identify who will deliver each competency				
D.	Identify delivery methods for each competency				
E.	Determine time lines for delivery of competency				
F.	Select resources for delivery of competency				
G.	Design evaluation method for each competency				
Step 8.	**Determine Staff Development (Inservice) Needs**				
A.	Assess staff development needs				
B.	Design staff inservice plan				
Step 9.	**Present Plan for Board Approval**				
A.	Select person(s) to present plan				
B.	Prepare written information for each board member				
C.	Prepare copies of complete plan				
D.	Explain plan to board of education				
E.	Obtain necessary board assurances				

		Start Date	Anticipated Date Completed	Actual Date Completed	Staff Assigned Responsibility
	Organize Advisory Committee				
A.	Identify and select members				
B.	Plan meeting schedule				
C.	Inservice advisory committee				
D.	Determine goals for committee				
Step 10.	**Develop Implementation Calendar (bi-weekly)**				
A.	Develop calendar for year				
B.	Calendar for two-week segments				
Step 11.	**Conduct Evaluation**				
A.	Design product evaluation				
B.	Conduct product evaluation				
C.	Design process evaluation				
D.	Conduct process evaluation				
E.	Monitor individual student achievement				
Step 12.	**Revise Program**				